

Theoretical Study of Flourishing: The Role of Perceived Stress, Social Support, and Coping Strategy

Handy Satria Yudha

Faculty of Psychology, Ahmad Dahlan University

handy12013103@webmail.uad.ac.id

Siti Urbayatun

Faculty of Psychology, Ahmad Dahlan University

siti.urbayatun@psy.uad.ac.id

Abstract

Flourishing is a combination of feeling good and functioning effectively. Flourishing includes not only cognitive, and affective aspects, but also behavior directed at productive actions. Then, it is known that the flourishing condition in a person is influenced by several factors namely; perceived stress, social support, and coping strategies. This study aims to discuss research findings related to the role of perceived stress, social support, and coping strategies on flourishing. Several research articles were obtained through an online search system of electronic research articles, namely PubMed, Google Scholar, and Science Direct. The keywords used in the search are perceived stress, stress, social support, coping style, coping strategy, and flourishing. A total of 13 articles were reviewed through filtering based on inclusion and exclusion criteria. The findings show that perceived stress, social support, and coping strategies have an important role in shaping flourishing conditions. Furthermore, the various instruments used in various articles vary greatly according to the researchers' concepts and approaches in looking at each variable.

Keywords: perceived stress, social support, coping strategies, and flourishing

Received 14 August 2019/Accepted 10 August 2020 ©Author all rights reserved

Introduction

The World Health Organization (WHO) defined that mental well-being is a condition for individuals to realize their abilities, be able to cope with normal life pressures, work productively, and contribute to their community (WHO, 2004). However, there is no universally accepted notion of mental well-being. Because mental well-being has different meanings for certain individuals, groups, and cultures. Some

think that mental well-being means not having an illness or having a disorder. On the other hand, some think that mental well-being is an improvement in economic conditions, avoiding negative experiences in life, and may also be based on goals and challenges to be achieved by certain individuals or cultures. Mental well-being includes cognitive, emotional, and behavioral aspects of individuals (WHO, 2004).

At present, well-being is emerging as an important foundation in measuring the quality of life that has a very broad impact on aspects of daily life. This then has the potential to influence economic, employment, and health care policies for individuals and society at large (Kansky & Diener, 2017). In various scientific articles, many use the term replacement for the term welfare, such as; mental well-being, mental health, positive mental health, full mental health and flourishing (Agenor, Conner, & Aroian, 2017). In this article, we will use the term flourishing consistently. Flourishing itself refers to life experiences that go well. Flourishing can be understood as a condition where all aspects of life in a person function very well (VanderWeele, 2017). According to Effendy (2017) flourishing is more appropriate as the highest level of subjective well-being. Then Huppert and So (2013) added, flourishing is a combination of feeling good and functioning effectively. Therefore, flourishing does not only include cognitive, and affective aspects. But also behavior directed at productive actions. In addition, flourishing is a continuous condition from time to time, not only for a moment. (VanderWeele, 2017). At present, research on flourishing has developed so rapidly that many experts have developed the concept of flourishing with different and varied measurement components (Ryff, 1989; Keyes, 2003; Diener et al., 2010; Seligman, 2011; Huppert & So, 2013).

According to Keyes (2003) flourishing consists of various aspects, namely, emotional well-being (positive affect, life satisfaction, and happiness), then psychological well-being (positive relations, autonomy, environmental mastery, purpose in life, personal growth, and self -acceptance), and social well-being (social integration, social coherence, social contribution, social actualization, and social acceptance). Meanwhile, according to Seligman (2011) flourishing consists of various multidimensional aspects such as; positive emotions, engagement, relationship, meaning and purpose, and accomplishment. Then according to Diener, Lucas, Helliwell, Schimmack, and Helliwell (2009) the flourishing measurements that have been compiled consist of; optimism, being respected, self-acceptance, competency, contributing to the well-being of others, engaged and interested, supportive

and rewarding relationships, and meaning and purpose. Furthermore, according to Huppert and So (2013) flourishing has various aspects such as; competence, emotional stability, engagement, meaning, optimism, positive emotion, positive relationship, resilience, self-esteem, and vitality. From the various flourishing measurement components put forward by each expert, there are some similarities and differences in the underlying aspects. However, until now there has been no agreement between experts regarding the concept of flourishing in general. However, based on empirical research conducted by Hone, Schofield, and Duncan (2014) on conceptual and operational comparisons of the four flourishing theories that have been stated previously involving as many as 10.009 people in New Zealand shows that each theory has a minimum approval of 74 percent and a moderate correlation coefficient of 0.53.

Flourishing conditions experienced by a person are caused by several factors, namely socio-demographic, personality, and situational factors (Schotanus-Dijkstra et al., 2016). Furthermore, specifically in the research of Schotanus-Dijkstra et al (2016), the situational factor that influences flourishing conditions is social support. Good support comes from spouses, families, and neighbors. In addition, perceived stress that a person has can also determine the level of flourishing possessed. Based on the findings of Teschner (2017) revealed that there are differences in perspective on stressful or stressful situations in people who experience flourishing conditions and those who don't. In this case, individuals who experience flourishing conditions are more likely to interpret stressful situations as a positive experience. Then many studies have also shown the relationship between coping strategies with the level of flourishing. Based on research Faulk, Gloria, and Steinhardt (2013) revealed that individuals who experience flourishing conditions are more involved in using adaptive coping strategies such as making planning, positive reframing, and active coping while people who are depressed tend to use maladaptive coping strategies such as venting emotions, deviant behavior, and tend to blame yourself. Therefore, in this article, the aim is to describe the flourishing condition based on perceived stress, social support, and patient coping strategies. However, previous research on the role of perceived stress, social support, and patient coping strategies on flourishing is still very limited, especially in Indonesia. It is hoped that going forward through this article will encourage further research in developing a flourishing model specifically in Indonesia.

Method

Literature search

Various research articles related to the role of perceived stress, social support, and coping strategies for flourishing obtained through online search systems such as PubMed, Google Scholar, and Science Direct. Keywords used in the search for articles in this literature study, namely: perceived stress, stress, social support, coping style, coping strategy, and flourishing. Article publication time is limited between 2010-2020. The inclusion criteria are research articles that cover the relationship and description of the role of perceived stress, social support, and flourishing coping strategies. Then the research articles are selected using quantitative, qualitative, and mixed-method research methods. In addition, the exclusion criteria are research that is only in the form of literature review (not empirical research), and the theory of measurement of flourishing is not based on the development of Keyes, Huppert & So, Diener et al., and Seligman. This is done because many research articles use keywords and flourishing titles as mere terms. The first stage of screening is based on titles, abstracts, and articles that can be downloaded in full. Then the next stage of the article is filtered based on research methods and flourishing instruments used. Based on the criteria outlined, 13 articles were selected which will be further examined.

Results

The results of various studies in the research article show that many factors play an important role in influencing the experience and level of flourishing experienced by a person such as; perceived stress, social support, and patient coping strategies. Next will be discussed research findings and measurements used from various relevant articles, as follows:

Perceived Stress and Flourishing

The findings of various studies indicate that perceived stress has a negative correlation with the level of flourishing. This explains that when a person evaluates a pressing situation with a positive perspective, that is, as an opportunity to increase his capacity and abilities, he will tend to feel able to function and be meaningful in full (flourish) (see table 1). This conclusion is supported by various studies with various methods. Even research that uses experimental methods by given certain treatments does not obscure the pattern of negative relationships between perceived stress and flourishing (Jones, 2015; Bambacus, 2018). Furthermore, Jones (2015) showed that the negative correlation between the perceived stress and flourishing does not only occur at certain events or times but also in daily stressful situations that occur in daily life.

Patterns of negative relationships between perceived stress and flourishing were also reported in studies using correlational methods with a variety of participant backgrounds such as adolescents to the elderly, Muslims, Christians, Hindus, and Buddhists (Abdollahi, Hosseinian, & Sadeghi, 2018) and Korean-American descendants raised by families Whites (Lee, 2016), Asians, Whites, African-Americans, and Hispanics / Latinos (Drake et al., 2019). Besides, it also varies in socioeconomic status, namely the education level of marital status, type of work, and income (Hori et al, 2019). Furthermore, the research conducted by Teschner (2017) using mixed-methods revealed that someone who experiences a flourishing condition is more likely to have a perspective willing to face difficulties and acknowledge the positive aspects of stress faced than individuals who do not experience a flourishing condition (non-flourisher).

In general, the instruments used in various studies in table 1 are various. Especially when measuring the perceived stress. Indeed, current research on the concept of stress itself has developed not only in physiological and psychological aspects but also in psychosocial aspects. Psychosocial aspects of stress involve a variety of experiences of events and situations from various fields in life such as work, family, social, relationships, finance, health, transition (marriage, birth), and education (Tennant, Langeluddecke, & Byrne 1985). Therefore, at this time the measurement developed about stress varies greatly. In this article, the measurements used are largely determined by the goals and participants

involved. Starting from measuring the stress level of a critical situation faced as a teenager through IngeSeiffge-Krenke's Problem Questionnaire (Lee, 2016), situations that demand workers with Brief Scales for Job Stress (BSJS) (Hori et al., 2019), as well as feelings and general perception in dealing with problems through the Perceived Stress Scale (PSS) and Stress in daily life (Jones 2015; Techner, 2017; Abdollahi, Hosseinian, Sadeghi, & Hamid 2018; Bambacus; 2018).

Table I

Conclusion of research on perceptions of stress by flourishing

Study	N	Participants	Instrument		Results
			Perceived Stress	Flourishing	
Jones (2015)	115	Students ages 18 - 36 years (M = 18.97 years)	Perceived Stress Scale- 10 (PSS-10)	Diener et al. Flourishing Scale-8 item	Participants who had higher daily stress were also reported to have low flourishing levels
Lee (2016)	34	American Korean descendants adopted by white families aged 13-24 years (M = 18.4 years) and age at adoption (M = 5.76 months)	Inge Seiffge-Krenke's Problem Questionnaire	Diener et al. Flourishing Scale-8 item	Perceived stress is negatively correlated with the level of flourishing they have.
Abdollahi, Hosseinian, Sadeghi, and Hamid(2018)	2301	Elderly 60 - 90 years (M = 69.05 years)	Perceived Stress Scale-4 (PSS-4)	Diener et al. Flourishing Scale-8 item	Findings from structural models reveal that perceived stress is negatively related to flourishing.
Bambacus (2018)	373	First-year students (average age of participants reported)	Perceived Stress Scale-14 (PSS-14)	Diener et al. Flourishing Scale-8 item	Perceived stress has a moderate correlation with mindfulness and flourishing
Drake et. al (2019)	167	Aged 18 - 65 years (M = 25.37 years)	Stress in daily life (Kofer et al., 2019)	Diener et al. Flourishing Scale-8 item	<ul style="list-style-type: none"> • Daily stress has a weak negative correlation with flourishing • Flourishing individuals have daily curiosity so that they are more tolerant of

							uncertainty, stress, and depressive mood.
Hori et. al (2019)	7012	Workers aged 20 - 64 years (average age of participants not reported)	Brief Scales for Job Stress (BSJS)		Mental Health Continuum–Short Form (MHC–SF)		Flourishing workers tend to have low work pressure, in this case, defined as work with low psychological demands and high latitude of work decisions.
Teschner (2017)	12	German and Dutch aged 26 - 71 years (M = 39.08 years)	Perceived Stress Scale- 10 (PSS-10)		Mental Health Continuum–Short Form (MHC–SF)		Individuals who have flourishing experience exhibit a positive mindset towards stress than individuals who do not experience flourishing (non-flourisher)

Social Support and Flourishing

In research conducted by Abdollahi, Hosseinian, Sadeghi, and Hamid (2018) shows that the positive relationship between social support and flourishing is moderate. Then, it is strengthened by the research of Schotanus-Dijkstra et al. (2015) that the positive relationship between social support and differences in the level of flourishing occurs after researchers control other variables such as socio-demographic (age, gender, education level, life situation, work situation, and urbanization) and personality characteristics (neuroticism, extraversion, and conscientiousness). Therefore, the nature of the relationship between social support and pure flourishing is not influenced by the presence of other variables.

Besides, based on social support and flourishing research that uses structural equation modeling methods in Brazilian psychologists, it shows that social support originating from families has a direct effect on the flourishing conditions at work (Gabardo-Martins, Ferreira, & Valentini, 2017). Then not only comes from the family, various kinds of social support felt from friends, spouses, acquaintances,

colleagues, health professions, government agencies, communities, religious groups, online groups, and social groups also have a relationship with increasing flourishing in a person (Du Ploy et al, Lyons, & Kashima, 2019). However, further according to Du Ploy et al, Lyons, and Kashima (2019) various sources of social support have different roles according to one's cultural background. Therefore, various studies that have been described show that the various types of social support that individuals have had a relationship with the level of flourishing (see table 2).

Table 2 shows that the instruments used vary. In the research of Schotanus-Dijkstra et al., (2015); Du Ploy, Lyons, and Kashima, (2019) use Mental Health Continuum-Short Form (MHC-SF) which has been adapted to measure flourishing. Whereas in the research of Gabardo-Martins et al., (2017); Abdollahi, Hosseinian, Sadeghi, and Hamid (2018) using Diener et al., (2009) Flourishing Scale, both general and adapted in the work setting. Both do have some similarities or differences in the aspects that make up flourishing (Hone, Jarden, Schofield, & Duncan, 2014).

Further in measuring social support, each study used a more varied instrument. In the research of Schotanus-Dijkstra et al. (2015) social support is measured by answering two types of questions that assess emotional and instrumental support. The social support obtained comes from three sources (spouse, family or friends, and neighbors) (Ten Have, De Graaf, Van Weeghel, & Van Dorsselaer, 2014). However, both Schotanus-Dijkstra et al., (2015); Ten Have, De Graaf, Van Weeghel, and Van Dorsselaer, (2014) did not mention the coefficient of reliability and validity of the instruments used. Then the Gabardo-Martins, Ferreira, and Valentini (2017) social support instrument only measures family social support using one dimension from several dimensions (family, friends, and other significant people) on the Multidimensional Scale of Perceived Support (MSPSS) adapted from (Zimet, Dahlem, Zimet, & Farley, 1988). This was done under the research objective, which was only to assess the social support obtained from the family. This instrument has a reliability coefficient of 0.93.

Subsequently, Abdollahi, Hosseinian, Sadeghi, and Hamid (2018) measured social support using the adapted Medical Outcomes Survey (MOS) instrument. This instrument consists of four factors (affection, emotional support or informational support, instrumental support or tangible support, and positive social interaction or appraisal support). The coefficient of convergent validity and construct

reliability is 0.61 and 0.81, respectively. Whereas Du Plooy, Lyons, and Kashima (2019) assess social support by rating 11 social sources (family, friends, spouses, acquaintances, colleagues, health professionals, government agencies, communities, religious groups, online groups, and social groups). However, the validity and reliability coefficients of this instrument are unknown.

Table 2

Conclusion of research on social support with flourishing

Study	Participants	Instrument		Results
		Social support	Flourishing	
Schotanus-Dijkstra et al., 303 (2015)	Aged 18 - 64 years (M = 46.3 years)	Two questions on instrumental and emotional support (Ten Have et al., 2014)	Mental Health Continuum–Short Form (MHC–SF)dutch version	Social support and positive life-events contribute significantly to differences in the level of flourishing, after controlling for socio-demographic variables and personality traits.
Gabardo-Martins, Ferreira, and Valentini (2017)	519 Brazilian psychologist aged 20 - 67 years (M = 33.92 years)	Perceived social support from family is one of the dimensions of MSPSS	Flourishing at Work Scale (adapted from Diener et al. Flourishing Scale-8 item)	Perceived social support from the family has a direct effect (direct effect) on flourishing in the workplace
Abdollahi, Hosseinian, Sadeghi, and Hamid (2018)	301 Elderly 60 - 90 years (M = 69.05 years)	Social support is measured by 19 items of social support (an adaptation of the Medical Outcomes Survey)	Diener et al. Flourishing Scale-8 item	Social support has a moderate positive correlation with flourishing.
Du Plooy, Lyons, and Kashima (2019)	334 Immigrants in Australia (M = 46.2 years)	Rating 11 sources of social support	Mental Health Continuum–Short Form (MHC–SF)	Shows that flourishing has links to 11 sources of social support.

Coping Strategy with Flourishing

The research findings show that the relationship between coping strategies with flourishing varies greatly. Depending on the form of behavior used specifically to overcome the problems that occur (see table 3).

Table 3

Conclusion of research on coping strategies with flourishing

Study	N	Participants	Instrument		Results
			Coping strategy	flourishing	
Akin and Akin (2015)	284	Students aged 18-27 years and GPA scores 2.07 - 3.65	Coping Competence Questionnaire (Schroder & Ollis, 2013)	Diener et al. Flourishing Scale-8 item	Flourishing has a moderate positive correlation with coping competence
Yuspendi, Handojo, and Handayani, (2017)	372	Adults aged 18 years (M = 31.82 years)	Brief Cope in Carver, C.S. (1997) Brief R Cope in Short Measure of Religious Coping (Pargament. al., 2011)	Short Scales to Assess Flourishing and Positive and Negative Feelings (Diener et al., 2009)	Flourishing correlates with all forms of coping except; humor, self-distraction, and venting. Based on the results of the regression analysis there are five forms of coping that affect flourishing, namely; active coping, acceptance, instrumental support, and religious coping (positive coping and negative coping)
Rahim (2019)	173	Students with a mean age of 37 years	Coping Strategies (Lazarus and Folkman, 1984)	Diener et al. Flourishing Scale-8 item	Problem-focused coping has a relationship with flourishing. But not with emotional-focused coping.

The pattern of a positive relationship between coping strategies with flourishing was reported by Akin and Akin (2015) that coping competence had a moderate positive correlation with flourishing. In this case, the more a person feels, he can deal with failures and negative life events, and then he will tend to have a high level of flourishing. Then based on the underlying coping strategy base, it shows that coping strategies based on problem-solving (problem-focused coping) have a relationship with the level of flourishing experienced by someone. While coping strategies based on emotional feelings (emotional-focused coping) do not have a significant relationship with the level of flourishing experience (Rahim, 2019).

Furthermore, Yuspendi, Handojo, and Handayani (2017) reported that the coping strategy as a whole had a relationship with flourishing. However, not all forms of coping behavior have a relationship with the flourishing conditions experienced by a person. Only coping forms such as; active coping, acceptance, instrumental support, and religious coping (positive or negative coping). While coping forms such as humor, self-distraction, and venting do not correlate with flourishing (Yuspendi, Handojo, & Handayani, 2017). This finding contradicts the findings of Rahim (2019). That not all coping strategies based on emotional-focused coping have a relationship with flourishing. It is known that forms of acceptable behavior that have a relationship with flourishing are part of coping strategies based on emotional-focused coping (Carver & Scheier, 1989). Besides problems and emotion-focused coping other coping strategies have a relationship with flourishing (Yuspendi, Handojo, & Handayani, 2017) cognitive, emotional, or behavioral responses that are seen as religious in response to stressful situations (Pargament, 2001).

The instruments used by various studies in table 3 to measure uniform flourishing conditions using Diener et al. (2009)'s Flourishing Scale. While the measurements used to assess coping strategies are relatively varied (Akin & Akin, 2015; Yuspendi, Handojo, & Handayani, 2017; Rahim, 2019). The Coping Competence Questionnaire (CCQ) has a measuring objective which is to assess a person's capacity to deal with negative events that have been adapted into Turkish with an internal consistency index of 0.89 (Akin and Akin, 2015). Then Rahim (2019) used an instrument developed by Lazarus and Folkman (1984) by assessing it based on two dimensions of coping basis namely problem-focused coping and emotional-focused coping. This instrument itself has an internal consistency index of 0.83. Whereas

Yuspendi, Handojo, & Handayani, (2017) used instruments developed by Carver (1997) and Pargament et al., (2011), these two measurement tools not only assessed the coping strategies used but also to the specific forms of behavior on each basis of coping strategies. problem-focused coping, emotional-focused coping, and religious coping. However, researchers unfortunately did not mention in detail the index of validity and reliability of each instrument used.

Discussion

The findings of various empirical studies have shown that perceived stress, social support, and coping strategies influence improving flourishing conditions experienced by a person. First, various studies show that there is a pattern of negative relationships between perceptions of stress and flourishing conditions. According to Abdollahi, Hosseini, & Sadeghi, (2018) this is because the cognitive assessment that a person has is more important than the real situation he is facing. Furthermore, it has an impact on the interpretation that is owned so that it influences the reaction that will be raised (Lazarus & Folkman, 1984). Furthermore, according to the findings of Nazarova (2019) shows that people who experience flourishing will tend to be able to take a positive meaning to the events that suppress them.

Then specifically the results of various literature studies also show a pattern of positive relationships between social support and the level of flourishing they have. Social support is an important resource for overcoming stressful life events (Baiden, Den Dunnen, & Fallon, 2017). Besides, according to Deci, La Guardia, Moller, Scheiner, and Ryan (2006), providing social support to others can improve relationships with others, increase feelings of self-esteem, find meaning in life, and can enhance flourishing experiences in individuals. The finding of the relationship of social support with flourishing is not only in support from the close environment such as family or spouse, but also in the scope of work, cyberspace, access to health, public services, and religious groups (Du Ploy, Lyons, & Kashima, 2019).

Furthermore, the role of coping competence against flourishing also shows a positive correlation. Even based on coping strategies it shows that problem-focused coping has a relationship with the condition of flourishing experienced by someone but not with emotional-focused coping (Rahim, 2019). This finding is slightly contrary to the findings of Yuspendi, Handojo, and Handayani (2017) which showed that the form of acceptable behavior which is part of emotional-focused coping is also related to the flourishing condition experienced by someone. But according to Wright and Kirby (1999) acceptance not only consists of emotional aspects but also cognitive and behavioral aspects. Furthermore, specifically Nakamura and Orth (2005) divided acceptance into two types, first active acceptance which is the ability to calmly acknowledge difficult or negative situations and then overcome them constructively and try to make peace and find meaning in new situations, secondly, resigning acceptance, which is to admit pessimistically difficult or negative situations and then overcome them passively with helplessness on bad results in the future. Active acceptance itself correlates with positive behavioral control and mental health while resigning acceptance itself only correlates with negative mental health conditions (Nakamura & Orth, 2005).

In research Yuspendi, Handojo, and Handayani (2017) the instrument used to assess coping is the COPE Brief (Carver, 1997). Each form of coping behavior including acceptance is represented by two kinds of statements ("I accept the relationship that occurs", and "I have learned to live with it"), both of which we think are more inclined to active acceptance than resigning acceptance. Therefore, acceptance has a positive influence and correlation in one's flourishing condition (Yuspendi, Handojo, & Handayani, 2017).

Furthermore, the various instruments used in the existing research vary greatly according to the concepts and approaches of each variable. Stress itself specifically has three traditions of view in taking measurements, namely: environmental demands or events experienced objectively, psychological evaluation of the capacity of oneself to handle an event subjectively, and physiological symptoms possessed in response to certain events (Cohen, Kessler, & Gordon, 1997). Then the measurement of social support also has a different approach and concept depending on the purpose of research, whether researchers are interested in assessing the perception of social support from the party giving, the party receiving, or both. Besides, several measurements also assess the sources of social support

available and those that have been obtained. Even more complex measures of social support involve additional information about membership and the structural nature of the social network they have (Gottlieb & Bergen, 2010). Meanwhile, in the measurement of coping strategies, there is still debate in the coping literature between researchers who consider that the measurement of coping strategies is based on the tendency of a permanent or stable nature (trait) or based on the assumption that coping strategies are flexible responses according to the demands of the situation at hand (state) (Greenaway, Louis, Parker, Kalokerinos, Smith, & Terry, 2015).

In flourishing measurements in this study only used two instruments developed by Diener et al (2009) flourishing scale and Keyes (2003) MHC-SF. Based on the research of Hone, Jarden, Schofield, and Duncan (2014) both instruments have almost the same flourishing categorization criteria namely Diener et al. (41%) and Keyes (39%) when compared with the other two theories. Until now there has not been one measurement that combines various approaches in measuring perceived stress, social support, coping strategies, or flourishing. However, in the study of this literature, various instruments used with various approaches to each variable have advantages in forming a consistent strength of the pattern of relationships and the influence of perceptions of stress, social support, and coping strategies on the level of flourishing in individuals.

In future studies, it is hoped that researchers will be more careful in choosing instruments to be used in research related to the relationship and influence of perceived stress, social support, and coping strategies on flourishing. Researchers can then determine the instruments used based on the considerations of Groth-Marnat (2009); Carrretero-Dios and Peres (2007) namely; (1) choosing an instrument that is following the objectives and can answer research questions. In this case, the researchers examine more deeply whether the construct revealed on the measurement scale has reflected the variables to be revealed. If the researcher needs to adapt the instrument to suit the culture and specific problems of the participants, the researcher not only translates the language but also adjusts whether the translated item is equal in revealing the constructs or components of the instrument. (2) Choosing whether the assessment response on the scale is following the objectives of the study. (3) They can only add or subtract items in the instrument based on the statistical results of the item. (4) The internal structure of the instrument is based on empirical evidence such as factor

analysis and so on. (5) Instruments used or adapted have good reliability and validity estimates. Besides that, another important consideration is that the instruments used are practical in terms of time and cost.

Furthermore, if it is felt that various existing instruments are still considered to be incompatible with the objectives of the study and the characteristics of the participants, the researcher can then compile the measuring instrument independently. Moreover, the study of this literature has limitations that are only one article conducted on participants who are from Indonesia. Therefore in the future researchers can conduct this research with many participants who come from various cultures in Indonesia and specific problems so that the conclusions generated can reveal the dynamics of flourishing in Indonesian people in general.

Conclusion

In a literature review conducted on 13 research articles on the role of perceived stress, social support, and coping strategies on flourishing revealed specifically that there is a negative correlation between perceived stress with flourishing conditions experienced by individuals. Then the findings also show a consistent pattern regarding the relationship between social support and flourishing. Furthermore, social support comes not only from the immediate environment such as family or spouse, but also to the work environment, public services, access to health, cyberspace, and religious groups. Besides, it was also reported that coping strategies based on problem-solving have a relationship with flourishing conditions with behavioral forms; active coping, acceptance, instrumental support, and religious coping. Furthermore, the various instruments used in the existing research vary greatly, according to the concept and approach in looking at each variable. Until now, there has not been a single measurement as a solution in combining various approaches that exist in each variable among perceived stress, social support, coping strategies, and flourishing. Nonetheless, the variety of instruments that have been used have formed a consistent force in concluding the pattern of the relationship of the role of each variable to flourishing. Therefore, the future researcher is expected to be able to choose an instrument that

can express research objectives precisely and following the specific problems of participants who are from various cultures in Indonesia.

Acknowledgment

The research has been supported by the Directorate of Research and Community Service of the Directorate General of Research and Technology Strengthening Development of the Ministry of Research, Technology, and Higher Education, with the Research Contract Number: PTM-014 /SKPP.TT/LPPM UAD/III/2019.

References

- Abdollahi, A., Hosseinian, S., Sadeghi, H., & Hamid, T. A. (2018). Perceived stress as a mediator between social support, religiosity, and flourishing among older adults: the moderating roles of religiosity and gender. *Archive for the Psychology of Religion*, 40(1), 80-103.
- Agenor, C., Conner, N., & Aroian, K. (2017). Flourishing: An evolutionary concept analysis. *Issues Mental Health Nursing*, 38(11), 915–923. doi: 10.1080/01612840.2017.1355945
- Akin, A., & Akin, U. (2015). Mediating role of coping competence on the relationship between mindfulness and flourishing. *Suma Psicológica*, 22(1), 37-43.
- Baiden, P., Den Dunnen, W., & Fallon, B. (2017). Examining the independent effect of social support on unmet mental healthcare needs among Canadians: Findings from a population-based study. *Social Indicators Research*, 130(3), 1229-1246. <http://dx.doi.org/10.1007/s11205-015-1224-y>
- Bambacus, E. S. (2018). *An intervention study on mindfulness meditation and mindfulness, stress, flourishing, and academic achievement in a first-year experience seminar*. Unpublished Theses. Virginia Commonwealth University.
- Carretero-Dios, H., & Pérez, C. (2007). Standards for the development and review of instrumental studies: Considerations about test selection in psychological research. *International Journal of Clinical and Health Psychology*, 7(3), 863-882.
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: a Theoretically based approach. *Journal of Personality and Social Psychology*, 56(2), 267-279.
- Carver, C. S. (1997). You want to measure coping but your protocol too long: Consider the brief cope. *International Journal of Behavioral Medicine*, 4(1), 92-112.

- Cohen, S., Kessler, R. C., & Gordon, L. U. (Eds.). (1997). *Measuring stress: A guide for health and social scientists*. Oxford University Press on Demand.
- Diener, E., Lucas, R., Helliwell, J. F., Schimmack, U., & Helliwell, J. (2009). *Well-being for public policy*. Series in Positive Psychology.
- Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D. W., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicators Research*, 97(2), 143-156.
- Deci, E. L., La Guardia, J. G., Moller, A. C., Scheiner, M. J., & Ryan, R. M. (2006). On the benefits of giving as well as receiving autonomy support: Mutuality in close friendships. *Personality and Social Psychology Bulletin*, 32(3), 313-327.
- Drake, A., Dore, B. P., Falk, E., Zurn, P., Bassett, D. S., & Lydon-Staley, D. M. (2019). Flourishing and its associations with affective reactivity and recovery to daily stress. <https://doi.org/10.31234/osf.io/ahxq5>.
- Du Plooy, D. R., Lyons, A., & Kashima, E. S. (2019). Predictors of flourishing and psychological distress among migrants to Australia: a dual continuum approach. *Journal of Happiness Studies*, 20(2), 561-578.
- Effendy, N. (2017). Konsep Flourishing dalam Psikologi Positif: Subjektive Well-being atau berbeda?. Dalam ... *Seminar ASEAN 2nd Psychology and Humanity*. Psychology Forum UMM 19 – 20 Februari 2016. Diunduh dari mpsi.umm.ac.id
- Faulk, K. E., Gloria, C. T., & Steinhardt, M. A. (2013). Coping profiles characterize individual flourishing, languishing, and depression. *Anxiety, Stress & Coping*, 26(4), 378-390.
- Gabardo-Martins, L. M. D., Ferreira, M. C., & Valentini, F. (2017). Family resources and flourishing at work: The role of core self-evaluations. *Paidéia*, 27(68), 331–338. <https://doi.org/10.1590/1982-43272768201711>
- Gottlieb, B. H., & Bergen, A. E. (2010). Social support concepts and measures. *Journal of Psychosomatic Research*, 69(5), 511-520.
- Greenaway, K. H., Louis, W. R., Parker, S. L., Kalokerinos, E. K., Smith, J. R., & Terry, D. J. (2015). Measures of coping for psychological well-being. In *Measures of personality and social psychological constructs* (pp. 322-351). Academic Press.
- Groth-Marnat, G. (2009). *Handbook of psychological assessment*. New Jersey: John Wiley & Sons.
- Huppert, F. A., & So, T. T. C. (2013). Flourishing across Europe: Application of a new conceptual framework for defining well-being. *Social Indicators Research*, 110(3), 837–861. <https://doi.org/10.1007/s11205-011-9966-7>

- Hone, L. C., Jarden, A., Schofield, G. M., & Duncan, S. (2014). Measuring flourishing: The impact of operational definitions on the prevalence of high levels of wellbeing. *International Journal of Wellbeing*, 4(1), 243-254.
- Hori, D., Oi, Y., Ohtaki, Y., Andrea, C. S., Takahashi, T., Shiraki, N., ...& Matsuzaki, I. (2019). Association between flourishing mental health and occupational stress among workers of Tsukuba Science City, Japan: a cross-sectional study. *Environmental health and preventive medicine*, 24(1), 64-79.
- Jones, D. R. (2015). *Living in the moment: Daily life assessments of mindfulness meditation on stress, coping flexibility, and well-being*. New York: Collins Publisher
- Kansky, J., & Diener, E. (2017). Benefits of well-being: Health, social relationships, work, and resilience. *Journal of Positive School Psychology*, 1(2), (p. 129-169). Retrieved from <http://www.journalppw.com/index.php/JPPW/article/view/20>
- Keyes, C. L. M. (2003). Complete mental health: An agenda for the 21st century. In C. L. M. Keyes & J. Haidt (Eds.), *Flourishing: Positive psychology and the life well-lived* (p. 293–312). American Psychological Association. <https://doi.org/10.1037/10594-013>
- Lazarus, R., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.
- Lee, D. S. (2016). The resilience of transracial Korean American adoptees: Cultural identity crisis within the family and the mediating effects of family conflict and cohesiveness during adversity. *Adoption Quarterly*, 19(3), 145-165.
- Nakamura, Y. M., & Orth, U. (2005). Acceptance as a coping reaction: Adaptive or not?. *Swiss Journal of Psychology/Schweizerische Zeitschrift für Psychologie/Revue Suisse de Psychologie*, 64(4), 281-298.
- Nazarova, D. (2019) *Insights into flourishing enhancing activities: a qualitative approach*. <http://purl.utwente.nl/essays/78741>
- Pargament, K. I. (2001). *The psychology of religion and coping: Theory, research, practice*. Guilford press.
- Pargament, K., Feuille, M., & Burdzy, D. (2011). The Brief RCOPE: Current psychometric status of a short measure of religious coping. *Religions*, 2(1), 51-76.
- Rahim, N. B. (2019). Work-family conflict, coping strategies, and flourishing: Testing for mediation. *Asian Academy of Management Journal*, 24(2), 156-169.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>

- Schotanus-Dijkstra, M., Pieterse, M. E., Drossaert, C. H., Westerhof, G. J., De Graaf, R., Ten Have, M., ... & Bohlmeijer, E. T. (2016). What factors are associated with flourishing? Results from a large representative national sample. *Journal of Happiness Studies*, 17(4), 1351-1370.
- Seligman, M. E. (2011). Flourish: a visionary new understanding of happiness and well-being. *Policy*, 27(3), 60-79.
- Ten Have, M., De Graaf, R., Van Weeghel, J., & Van Dorsselaer, S. (2014). The association between common mental disorders and violence: to what extent is it influenced by prior victimization, negative life events and low levels of social support? *Psychological Medicine*, 44(7), 1485-1498.
- Tennant, C., Langeluddecke, P., & Byrne, D. (1985). *The concept of stress*. New York: Pelican Publisher.
- Teschner, S. J. (2017). *Ways to deal with stress: A mixed-method study comparing flourishers and non-flourishers regarding their coping approach* (Master's thesis, University of Twente).
- VanderWeele T. J. (2017). Religious communities and human flourishing. *Current directions in psychological science*, 26(5), 476–481. doi:10.1177/0963721417721526
- World Health Organization. (2004). *Promoting mental health: concepts, emerging evidence, practice: summary report*. WHO.
- Wright, S. J., & Kirby, A. (1999). Deconstructing conceptualizations of adjustment to chronic illness: A proposed integrative framework. *Journal of Health Psychology*, 4(2), 259–272. <https://doi.org/10.1177/135910539900400219>
- Yuspendi, Y., Handojo, V., & Handayani, V. (2017). Peran voluntary activities dan coping terhadap perkembangan flourishing. *Prosiding Temu Ilmiah Nasional X Ikatan Psikologi Perkembangan Indonesia*, 1.
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*, 52(1), 30-41.